#### **Monitoring Indicators and Clarifications**

Title III State Directors' Meeting July 23, 2009 Washington, DC

Liz Bailey, Amy Weinmann, & Ruben Vazquez
Title III State Consolidated Grant Group



What process does the SEA use to monitor subgrantees?

### State Monitoring of Subgrantees

How do the evaluation components of the State's monitoring plan address Title III requirements?

Accomplishments	Challenges
Most States have a monitoring process	Monitoring instrument needs to include all elements
Building rapport with the subgrantees and ensuring consistency across districts	Monitoring multiple subgrantees with limited staff
	Process for Follow up/Corrective Action

# Tips for Planning Subgrantee Monitoring

- I. Funding (section 3115)
- II. State Plan (section 3113)
  - III. Evaluation (section 3121)
  - IV. Accountability (section 3122)
    - V. Parental Notification (section 3302)
  - VI. State Laws (section 3122 (a))

1.2 English
Language
Proficiency
(ELP)
Assessment

1.1 English
Language
Proficiency
(ELP)
Standards

### Standards, Assessment, & Accountability

1.3 Annual Measurable Achievement Objectives (AMAOs)

1.4 Data
Collection
and
Reporting

1.1 English
Language
Proficiency
(ELP)
Standards

Derived from the four domains of speaking, listening, reading, and writing and cover grades K-12

Process for alignment to State academic content and student academic achievement standards

State has disseminated the ELP standards

Accomplishments	Challenges
All entities have ELP Standards	ELP Standards to Content Standards alignment
	Statewide ELP Standards implementation

Four domains and able to derive comprehension

Process for alignment to ELP standards

Valid and Reliable

All Title III LEP assessed

Process for initial identification and placement of LEP students

1.2 English
Language
Proficiency
(ELP)
Assessment

Accomplishments	Challenges
All entities have ELP Assessments	ELP Assessment to ELP Standards alignment
Considerable work done on assessing LEP students and training LEAs	Ensuring all Title III LEP Students assessed
	ELP Assessments with Accommodations

1.3 Annual
Measurable
Achievement
Objectives
(AMAOs)

Targets address four domains

AMAO targets reflect annual increases

All Title III students included in AMAO 1 and AMAO 2

All Title III LEP assessed

Decision rules for consortia

AMAO Determinations and Notifications

2 & 4 year accountability

Accomplishments	Challenges
Many States are making progress on making timely AMAO determinations and notifications	More work needs to be done on making AMAO determinations and notifications
	Holding all districts for Title III accountability provisions
	Including all students in AMAOs
	Annual increases in AMAO 1 & 2

State established and implemented data collection methods in order to provide complete and accurate data to meet all Title III reporting requirements

State ensure that subgrantees track and report academic content performance of students for two years after they exit a Title III language instruction educational program

1.4 Data
Collection
and
Reporting

Accomplishments	Challenges
Most States are able to report timely CSPR data	Accuracy of immigrant data
	Ability to track exited students

2.2 State
Oversight and
Review of
Local Plans
Requirements

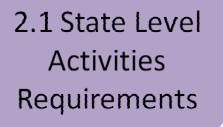
2.1 State Level
Activities
Requirements

Instructional Support

2.3 Substantial
Increases in
Immigrant
Children and Youth
Requirements

2.4 Private School Participation

2.5 Parental Notification



State carries out one or more of State level activities

Accomplishments	Challenges
All States have met this requirement	

State requires eligible entities to submit a plan

Review and approval process for revisions or updates of local plans

High quality language instruction educational programs that are based on scientifically based research

High quality professional development

2.2 State
Oversight and
Review of
Local Plans
Requirements

Accomplishments	Challenges
Most States require high quality language instruction programs	Additional guidance to LEAs to ensure that Title III funds are used for required and authorized activities.
Most States carry out high quality professional development	Review process for revisions or updates of local plans

2.3 Substantial
Increases in
Immigrant
Children and
Youth
Requirements

State Definition of Significant Increase

Eligibility Determination/Calculation

Title III Definition of Immigrant Children and Youth

Use of Funds

Immigrant Subgrant Plan

Accomplishments	Challenges
Most States have allocated immigrant awards	Comprehensive plan describing activities
Most States are able to report CSPR data	Accurate immigrant data from LEAs to SEAs
	Additional guidance to LEAs to ensure that Immigrant funds are used appropriately

## Title III Definition of Immigrant Children and Youth

aged 3 through 21

were not born in any State\*

#### and

have not been attending one or more schools in any State for more than 3 full academic years.

Section 3301

\*State:

The definition of State, for Title III purposes only, is as follows: "each of the 50 States, the District of Columbia, and Puerto Rico."

This is unlike the definition of State in Section 9101 of the ESEA, which applies generally to ESEA programs. Section 9101 does include the outlying areas.

State ensures subgrantees comply with participation of LEP students, teachers or other educational personnel in private schools

2.4 Private
School
Participation

Meaningful consultation

Accomplishments	Challenges
Many LEAs are consulting with private schools	Consultation can be more meaningful
Technical assistance on private school requirements	Not including private school LEP children in LEA counts
	Assessing services

2.5 Parental Notification

Identification and placement

Failure to meet AMAOs

Parental Outreach

Accomplishments	Challenges
Most States ensure that LEAs meet the identification and placement notification requirement	AMAO notifications no later than 30 days after such failure occurs
	Annual placement notification
	Effective means of parental outreach

